

WHITMIRE COMMUNITY ELEMENTARY

2597 Hwy. 66
Whitmire, S.C. 29178

GRADES K-5 Elementary School

ENROLLMENT 234 Students

PRINCIPAL Jim C. Suber, Jr. 803-694-2320

SUPERINTENDENT Dr. V. Keith Callicutt 803-321-2600

BOARD CHAIR Mr. Lee Attaway 803-945-7083

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	42	47	3	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	Yes

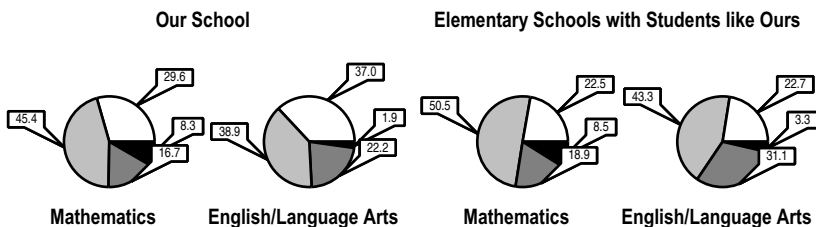
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	110	100.0	37.0	38.9	22.2	1.9	38.0	Yes	Yes
Gender									
Male	58	100.0	44.8	34.5	19.0	1.7	36.2		
Female	52	100.0	28.0	44.0	26.0	2.0	40.0		
Racial/Ethnic Group									
White	85	100.0	35.7	38.1	25.0	1.2	39.3	Yes	Yes
African-American	24	100.0	43.5	39.1	13.0	4.3	34.8	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	87	100.0	27.9	41.9	27.9	2.3	47.7		
Disabled	23	100.0	72.7	27.3	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	110	100.0	37.0	38.9	22.2	1.9	38.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	110	100.0	37.0	38.9	22.2	1.9	38.0		
Socio-Economic Status									
Subsidized meals	73	100.0	46.5	32.4	19.7	1.4	26.8	Yes	Yes
Full-pay meals	37	100.0	18.9	51.4	27.0	2.7	59.5		

Mathematics - State Performance Objective = 15.5%									
All Students	110	100.0	29.6	45.4	16.7	8.3	38.0	Yes	Yes
Gender									
Male	58	100.0	34.5	39.7	17.2	8.6	39.7		
Female	52	100.0	24.0	52.0	16.0	8.0	36.0		
Racial/Ethnic Group									
White	85	100.0	27.4	47.6	16.7	8.3	39.3	Yes	Yes
African-American	24	100.0	39.1	39.1	13.0	8.7	30.4	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	87	100.0	17.4	51.2	20.9	10.5	47.7		
Disabled	23	100.0	77.3	22.7	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	110	100.0	29.6	45.4	16.7	8.3	38.0		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	110	100.0	29.6	45.4	16.7	8.3	38.0		
Socio-Economic Status									
Subsidized meals	73	100.0	36.6	42.3	14.1	7.0	29.6	Yes	Yes
Full-pay meals	37	100.0	16.2	51.4	21.6	10.8	54.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	43	100.0	18.6	51.2	30.2	N/A	30.2
	Grade 4	39	100.0	37.1	22.9	40.0	N/A	40.0
	Grade 5	52	100.0	40.0	48.0	12.0	N/A	12.0
	Grade 6	47	100.0	41.9	37.2	18.6	2.3	20.9
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	33	100.0	43.8	21.9	31.3	3.1	34.4
	Grade 4	41	100.0	27.5	50.0	22.5	N/A	22.5
	Grade 5	36	100.0	41.7	41.7	13.9	2.8	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	43	100.0	25.6	55.8	16.3	2.3	18.6
	Grade 4	39	100.0	22.9	48.6	20.0	8.6	28.6
	Grade 5	52	100.0	30.0	58.0	12.0	N/A	12.0
	Grade 6	47	100.0	18.6	48.8	27.9	4.7	32.6
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	33	100.0	40.6	46.9	6.3	6.3	12.5
	Grade 4	41	100.0	22.5	47.5	20.0	10.0	30.0
	Grade 5	36	100.0	27.8	41.7	22.2	8.3	30.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 234)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.8%	N/A	3.2%	2.7%
Attendance rate	96.3%	Up from 94.8%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.9%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%		3.7%	3.5%
Eligible for gifted and talented	16.1%	Up from 10.2%	12.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.4%	Up from 6.7%	9.2%	8.2%
Older than usual for grade	3.0%	Up from 1.7%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%

Teachers (n= 18)				
Teachers with advanced degrees	50.0%	Down from 59.1%	50.0%	51.4%
Continuing contract teachers	66.7%	Down from 72.7%	88.4%	87.5%
Highly qualified teachers**	93.8%	N/A	95.6%	95.0%
Teachers with emergency or provisional certificates	7.7%		0.0%	0.0%
Teachers returning from previous year	86.8%	Up from 82.8%	86.5%	86.7%
Teacher attendance rate	94.8%	Up from 94.7%	94.5%	94.9%
Average teacher salary	\$39,233	Up 1.1%	\$40,252	\$40,760
Prof. development days/teacher	14.3 days	Down from 17.4 days	12.5 days	12.4 days

School				
Principal's years at school	1.0	Down from 4.0	3.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 15.4 to 1	18.8 to 1	18.9 to 1
Prime instructional time	88.1%	Up from 88.0%	89.4%	90.0%
Dollars spent per pupil*	\$6,195	Up 10.0%	\$5,800	\$6,044
Percent of expenditures for teacher salaries*	58.4%	Down from 64.2%	66.0%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.6%	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Whitmire Community School is a newly created PK-12 school located in the School District of Newberry County. We are accredited by the Southern Association of Colleges and Schools. Our inaugural PK-12 year was very successful and rewarding. We are extremely pleased that all of our stakeholders have bonded as ONE to support our educational endeavors as a community school. We added a new eight-classroom addition, which houses our high school core curriculum subjects and state of the art science and computer labs. Various modular classrooms were added to house middle school classes and high school related arts classes.

Our administrators and teachers have attended numerous professional development activities including Compass Learning, Discipline with Dignity, SC Math, SC2 , Writing Improvement Network, ELA Best Practice (SCIRA), SCASA Summer Leadership, and Principal's Induction Program conferences. We also conducted a school-wide book study on BEST PRACTICE "New Standards for Teaching and Learning in American Schools".

We are proud of our high school SAT scores, which improved by 100 points, marking the third consecutive year of SAT gains. The WCS composite score of 1021 was the highest ever for our school. We continue to offer a PK-12 standards based curriculum, which will help us prepare all of our students for future success in life.

Whitmire Community School received over \$340,000 in grants and federal funding during the 2003—2004 school year. We received approximately \$140,000 in Title I funds which fund a PK-4 Kindergarten program, Everyday Math curriculum, Success Maker computer lab, and Accelerated Reader program. We also received a \$200,000 Reading First grant that will be implemented over three years. This literacy grant will allow us to implement scientifically based reading research in the K-3 classroom and provide embedded professional development to ensure that our staff is trained in effective literacy instruction and assessment. The focus will be on five essential components of reading instruction including phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The Reading First grant also funds the addition of a Literacy Coach and a Reading Recovery teacher for our school.

We are proud that our school continues to be a source of pride for the Whitmire area. As we continue to strive for academic excellence in our new environment, we proudly do so as One Community, One School, One Mission.

Jim C. Suber, Jr., Principal

John Roche, Jr., SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	16	29	24
Percent satisfied with learning environment	100.0%	89.3%	87.5%
Percent satisfied with social and physical environment	93.8%	89.7%	95.8%
Percent satisfied with home-school relations	80.0%	96.6%	95.8%

*Only students at the highest elementary school grade level at this school and their parents were included.